

Graduate Handbook

Department of Teaching and Learning

## INTRODUCTION

Southeastern Louisiana University’s Department of Teaching and Learning offers Master of Education in Curriculum and Instruction and Master of Education in Special Education degree programs to provide educators with the vehicle to acquire advanced knowledge in their chosen program area. These programs are rigorous and aligned with national, state, and institutional standards (specifically the Interstate Teacher Assessment and Support Consortium [InTASC] as well as standards specific to national professional organizations), the Louisiana Components of Effective Teaching (LCET), as well as the Department of Teaching and Learning’s Conceptual Framework. Candidates wishing to enter any of these Master of Education programs must meet all requirements for admission to Graduate School.

The purposes of the Master of Education in Curriculum and Instruction are to: (1) prepare highly qualified and effective teachers for Louisiana’s PK-12 schools; (2) provide candidates with opportunities to develop pedagogical content knowledge, content knowledge in their area(s) of certification, and competencies reflecting the knowledge, skills, and dispositions to reach their full potential and impact PK-12 student learning; (3)

develop candidates’ capabilities to provide professional services and leadership in schools, school districts, and professional organizations; (4) offer curriculum and instruction for earning a master’s degree that is guided by the Conceptual Framework and state and national standards; (5) provide intensive study in candidates’ selected area of concentration; and (6) enhance the candidates’ potential for serving students, parents, colleagues, and others in the educational community.

## CONCEPTUAL FRAMEWORK

**General Statement:**

The Department of Teaching and Learning’s Conceptual Framework (CF) provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of the Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technologies are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

## Knowledge of the Learner:

**Candidate’s understanding of the learner which is necessary to provide effective and equitable instruction**

The educational unit prepares candidates to demonstrate and value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at Southeastern. As effective professionals, they continue that practice throughout their careers. **Diversity** is an integral part of the program, and **Technologies** are integrated throughout the program.

## Strategies and Methods:

**Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals**

The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and

integrate complex information. **Diversity** is an integral part of the program, and **Technologies** are integrated throughout the program.

## Content Knowledge:

**Candidates’ thorough understanding of the content appropriate to the area of specialization**

Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit. **Diversity** is an integral part of the program, and **Technologies** are integrated throughout the program.

## Professional Standards:

**Established criteria that guide effective professionals in each discipline area**

The educational unit is based on professional standards, enabling candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers. **Diversity** is an integral part of the program, and **Technologies** are integrated throughout the program.

**Mission Statement:** The Dept. of Teaching and Learning exists to serve the regional, state, national, and global communities by developing effective professionals through implementing innovative and progressive programs.

**Vision Statement:** The faculty of the Dept. of Teaching and Learning prepares candidates to become effective professionals who set the standard for excellence through best practices.

The following definitions are offered to help the reader understand the conceptual framework:

**Candidate:** The Southeastern student.

**The Effective Professional:** In the Dept. of Teaching and Learning, this is **The Effective Educator**. **Learner:** In the Dept. of Teaching and Learning, this is the PK-12 student.

**Partners:** This is the wider professional community, including the Colleges of Arts, Humanities, and Social Sciences; Science and Technology; Nursing and Health Sciences; P-12 schools; and the professional community.

**Knowledge Base:** This is the theoretical foundation in the appropriate field for best practices as applied to developing the conceptual framework.

**Diversity:** The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.

**Technologies:** Technologies are emphasized through all programs and is used to support and improve student learning.

**Knowledge:** Candidates have a thorough understanding of subject matter they plan to teach and a thorough understanding of the central concepts, tools of inquiry, and structures of their fields, as delineated in professional, state, and institutional standards.

**Skills:** Candidates have a thorough understanding of pedagogical and professional knowledge skills in their fields as delineated in professional, state, and institutional standards.

**Dispositions:** Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards.

## ADMISSION TO GRADUATE PROGRAMS

An applicant for admission into the Dept. of Teaching and Learning must submit:

a completed online application, completed online immunization form, a non-refundable fee,

official copies of all transcripts,

official copies of the required standardized test scores, and

all other required paperwork to the admissions office prior to the established deadlines.

To be admitted to the Master of Arts in Teaching (MAT) Program, Special Education, Early Intervention and the MAT, Elementary, Grades 1-5 Program, contact Dr. John Trowbridge @ John.Trowbridge@selu.edu.

**Regular Admission Status:** If the candidate has successfully completed all requirements (submitted GRE scores and current teaching certificate, if required), the candidate is admitted with regular status.

**Contingent Admission Status:** If the candidate has not submitted all materials (GRE scores and/or current teaching certificate), the candidate is admitted with contingent admission status.

**Other Graduate School Requirements:** Candidates must maintain a 3.0 GPA in Graduate school to remain in good standing. No more than two courses with a grade of “C” will be accepted for credit and no more than twelve hours of graduate credit will be transferred from another accredited college or university. Transfer courses will not be accepted until the candidate has completed 12 hrs. at Southeastern. All programs must be completed within a six-year time limit. This time limit begins with the first course taken at Southeastern for the master’s degree (or when the first transfer course was taken) and ends with the successful completion of the action research project as well as all portfolio requirements (these items are explained during EDUC 601).

## REQUIRED PAPERWORK

Once the candidate has successfully submitted his/her current teaching certificate and GRE scores, he/she must make an appointment with the graduate coordinator (Dr. John Trowbridge @ John.Trowbride@selu.edu).

**Degree Plan:** The department graduate coordinator/director or graduate faculty advisor will determine the degree plan for each graduate candidate. The degree plan must be signed by both the student and graduate coordinator prior to a graduate candidate’s applying for graduation. The degree plans for each graduate program can be found on the Southeastern website.

**Admission for Candidacy:** All candidates seeking a master’s degree must be admitted to the candidacy for the degree. This entails the following:

1. Admission to candidacy for the master’s degree provides official recognition that the candidate has attained a stage in advancement towards a degree.
2. Prior to admission to candidacy for the master’s degree, candidates’ satisfactory progress towards the degree will be attested by their:
	1. Having achieved regular admission status.
	2. Having completed 12 hrs. of graduate degree credit at Southeastern with a cumulative GPA of at least 3.0
	3. Having a degree plan approved by their graduate coordinator/director or graduate faculty advisor.

## CONCENTRATION AREAS: CURRICULUM AND INSTRUCTION

ECE/PK-3

Elementary (1-5)

English as a Second Language (ESL) Literacy

Middle School (4-8) Secondary- Biology Secondary- Chemistry/Physics Secondary- English

Secondary- Foreign Languages Secondary- Mathematics Secondary- Social Studies Master Teacher Leader (MTL)

## CONCENTRATION AREAS: SPECIAL EDUCATION

Early Intervention Gifted

Mild/Moderate Disabilities

## CONCENTRATION AREAS: PROFESSIONAL SPECIAL EDUCATION

Educational Diagnostician Inclusive Practices

Instructional and Assistive Technology

## PASS-PORT

Beginning with the 2012 Summer Term, new candidates will be required to purchase Pass-Port online directly through the parent company of Pass-Port: **Innovative Learning Assessment Technologies, LLC (ILAT).**

 Pass-Port provides candidates a tool for the creation of standards-based portfolios, a mechanism for sending and receiving feedback on portfolios, and portability of portfolios to other universities or job sites.

 Pass-Port provides university faculties with a system to collect data and manage and evaluate candidate performance based upon coursework, field experiences, and clinical practice.

 Pass-Port provides institutions with a mechanism to directly address the National Association for the Accreditation of Teacher Education (NCATE) Standards that require a viable method of collecting and analyzing data on program qualifications, initial candidate and advanced graduate performance, and unit operations to evaluate and improve the unit and its programs.

**Steps to Access and Pay for PASSPORT:**

Go to the PP login page: https://selu.pass-port.org Use your w# with the w as the username.

Your initial password is pass-port all lowercase with the hyphen.

A temporary password will be sent to your SLU Webmail. Go to your webmail to get the temporary password. Go back to the PP login page and use your w# and the temporary password to get into PP.

You will be directed to a page to choose the type of subscription (7 year license - $108 or 1 year license - $38) and pay for it. This will give you access to PP.

Graduate programs require that three portal folios be submitted: Emerging at the beginning of the program, Proficiency during the majority of coursework, and Capstone at the end of the program.

Portfolio due dates for each semester are posted on the PP login page and on the electronic board outside the Teaching and Learning Department office.

Help files to explain processes and portal folios can be found at: <http://www.selu.edu/acad_research/colleges/edu_hd/passport>

 For questions not answered on the help page, email Camille.yates@selu.edu or john.trowbridge@selu.edu.

## COURSEWORK REQUIREMENTS

**Master of Education in Curriculum and Instruction:** In each concentration area, EDUC 660 and EDUC 601 are prerequisites for all other coursework in the programs. EDUC 693 and 695 are taken at the end of the program unless the candidate obtains department consent.

**Master of Education in Special Education:** In each concentration area, EDUC 601 is required before all other coursework unless department consent is given.

The following are approved degree plans for a Master of Education in Curriculum and Instruction and a Master of Education in Special Education:

**GRADUATE DEGREE PLAN (**Elementary)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-CI MAJOR: ELEM HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX &NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **SPED 600** |  Introduction to the Education of Individuals withExceptionalities |  |  |
| **EDUC 650, 651, 652, 654,****or 655** |  Subjects in Elementary School (Math, Social Studies, Science, Language Arts, and Music) [650, 651, 652, 654, 655] |  |  |
| **Another course from list above [EDUC 650, 651, 652,****654, or 655]** |  Subjects in Elementary School (Math, Social Studies, Science, Language Arts, and Music) [650, 651, 652, 654, 655] |  |  |
| **EDUC 657 or 678****[Choose ONE]** |  Reading in the Elementary School [657] Dyslexia & Related Disabilities in the Classroom [678] |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **EDUC 691** | Curriculum Development in the Elementary School |  |  |
| **EPSY 601 or 605****[Choose ONE]** |  Cognitive and Linguistic Development in Children [601]  The Psychological Foundations of Human Learning [605] |  |  |
| **EPSY 603** | Classroom Management and Motivation |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |

\* Courses must be taken first. \*\* Courses must be taken last.

## GRADUATE DEGREE PLAN (English as a Second Language)

NAME: Southeastern ID #: (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-SPED MAJOR: ESL HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX &NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **COMM 510** | Intercultural Commutation |  |  |
| **EDUC 516** | Methods for Teaching English as a Second Language |  |  |
| **EDUC 528** | Curriculum Design for Teaching English as a Second Language |  |  |
| **EDUC 550** | Practicum in Second Language Teaching (Independent Study) |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 664** | Content Area and Reading & Study Strategies |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **ENGL 524** | Introduction to Linguistics |  |  |
| **ENGL 646, 577, or EDUC 654** | Workshop in the Teaching of Writing (ENGL 646), Foundations in Language and Literacy (ENGL 577), Language Arts in the Elementary School (EDUC 654) |  |  |
| **FLAN 501** | Applied Linguistics and Methodology (May sub with comparable course) |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |

\* Courses must be taken first.

\*\* Courses must be taken last.

## GRADUATE DEGREE PLAN (GIFTED)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-CI MAJOR: Gifted HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Statistics and Research |  |  |
| **EDUC 618** | Counseling for the Gifted |  |  |
| **EDUC 646** | Practicum in Teaching the Gifted Child |  |  |
| **EDUC 647** | Creativity in Gifted Education |  |  |
| **EDUC 648** | Characteristics of the Gifted Child |  |  |
| **EDUC 649** | Methods & Materials in Education of the Gifted |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **ETEC 620 [EDUC 670]** | Infusion of Technology in the Content Area |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |
| **Elective (3 credit hours)** |  |  |  |

\* Courses must be taken first

\*\* Course must be taken last

## GRADUATE DEGREE PLAN (LITERACY)

NAME: Southeastern ID #: (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-CI MAJOR: LITE HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 516 or 528** | Methods for Teaching English as a Second Language (516) or Curriculum Design for Teaching English as a Second Language (528) |  |  |
| **EDUC 657/658\*\*\*** | Reading in Elementary School [657] Reading in Secondary School [658] |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 661** | Diagnostic & Prescriptive Reading |  |  |
| **EDUC 664** | Content Area Reading and Study Strategies (Internet Streaming only) |  |  |
| **EDUC 665/666** | Elementary Levels- Practicum in Reading [665] Middle/Secondary Levels- Practicum in Reading [666] |  |  |
| **EDUC 678** | Dyslexia & Related Disabilities in the Classroom |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |

\* Courses must be taken first. \*\* Courses must be taken last. \*\*\* First Literacy Course; May be taken concurrently with 664 or 678.

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| **ELECTIVES:**Choose ONE of the following: |  |  |  |
| **EDUC 648** | Characteristics of the Gifted Child |  |  |
| **EDUC 654** | Language Arts in Elementary School |  |  |
| **EDUC 677** | Foundations of Early Literacy |  |  |
| **EPSY 601** | Cognitive and Linguistic Development in Children |  |  |
| **EDUC 699** | Global Partnerships for Fostering Cultural Pluralism  |  |  |
| **EDUC 691** | Curriculum Development in the Elementary School |  |  |

NAME: Southeastern ID #: (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **MAT 610** | Fundamentals I: Teaching and Learning for General Education |  |  |
| **MAT 615 or SPED 600** | Fundamentals II: Teaching and Learning for Special Education (MAT 615) or Introduction to the Education of Individuals with Exceptionalities (SPED 600) |  |  |
| **MAT 620** | Learning and Behavior Theories in General and Mild/Moderate Special Education |  |  |
| **MAT 622** | Classroom Management and Organization for Elementary and Mild/Moderate Special Education |  |  |
| **MAT 630** | Assessment I: General and Mild/Moderate Special Education |  |  |
| **MAT 631** | Assessment II: Elementary and Mild/Moderate Special Education |  |  |
| **MAT 640** | Introduction to Reading and Language Arts for Elementary and Mild/Moderate Special Education |  |  |
| **MAT 650** | Integrated Learning Methods: Math, Physical Science, and Information Literacy |  |  |
| **MAT 651** | Integrated Learning Methods: Life Sciences, Health, and P.E., and Informational Literacy |  |  |
| **MAT 652** | Integrated Learning Methods: Social Studies, Arts, Music, and Informational Literacy |  |  |
| **MAT 670** | Research Design for General and Mild/Moderate Special Education |  |  |
| **MAT 688 or****MAT 689** | Internship in Elementary Education (Grades 1-5)Student Teaching in Elementary in Elementary Education (Grades 1-5) |  |  |

**SOUTHEASTERN LOUISIANA UNIVERSITY**

**GRADUATE DEGREE PLAN** (MAT Early Intervention)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAT MAJOR: SEEI HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **ECE 601** | Advanced Child Development and Learning |  |  |
| **SPED 682** | Foundations of Early Education for Young Children with Disabilities |  |  |
| **SPED 689** | Teaming, Physical, and Medical Management |  |  |
| **SPED 680** | Families in Early Intervention: Sociocultural Partnerships and Interdisciplinary Perspectives |  |  |
| **EDUC 677** | Foundations of Early Literacy |  |  |
|  |  |  |  |
| **Methodology & Teaching** |  |  |  |
| **SPED 683** | Instructional Program Implementation for Young Children with Disabilities |  |  |
| **SPED 688** | Evaluation of Young Children with Disabilities |  |  |
| **EDUC 678** | Dyslexia and Related Disabilities in the Classroom |  |  |
| **SPED 685** | Language & Literacy Development for Young Children with Disabilities |  |  |
| **Student Teaching or Internship** |  |  |  |
| **SPED 694 or 693** | Teaching Internship in Special Education: Early Intervention or Student Teaching |  |  |
| **Other Courses:** |  |  |  |
| **EDUC 657** | Reading in the Elementary School |  |  |

\*Courses must be taken first.

NOTE: Alt cert students without a Master’s do not need to take ECE 601 and EDUC 601. Students need PRAXIS I, II, GRE, or ACT of 22 prior to beginning.

# SOUTHEASTERN LOUISIANA UNIVERSITY

## GRADUATE DEGREE PLAN (Middle School)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms (Can take EDUC 691 and tell instructor) |  |  |
| **EDUC 691** | Curriculum development in the Elementary School |  |  |
| **Content Courses:**(FOUR courses out of TWO colleges) |  |  |  |
| College of Arts (2) |  |  |  |
| College of Humanities (2) |  |  |  |
| College of Social Sciences (2) |  |  |  |
| College of Science and Technology (2) |  |  |  |
| **Concentration Courses:** (TWO content courses from list below) |  |  |  |
| **EDUC 650\*\*\*\*** | Mathematics in Elementary School |  |  |
| **EDUC 651\*\*\*\*** | Social Studies in Elementary School |  |  |
| **EDUC 652\*\*\*\*** | Science in Elementary School |  |  |
| **EDUC 654\*\*\*\*** | Language Arts in Elementary School |  |  |
| \*\*\*\*Choose TWO courses that correspond with content courses |  |  |  |

\* Courses must be taken first. \*\* Courses must be taken last.

SOUTHEASTERN LOUISIANA UNIVERSITY

## GRADUATE DEGREE PLAN (Secondary BIOLOGY)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-CI MAJOR: SECB HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **SPED 600** | Introduction to the Education of Individuals with Exceptionalities |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 692** | Curriculum and Instruction in the Secondary School |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **EPSY 602, 603, or 605****[Choose ONE]** | Adolescent Psychology [602]Classroom Management and Motivation [603]The Psychological Foundations of Human Learning [605] |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |
| **Choose 4 600-level courses from the Concentration Area of science-Biology curriculum. (Refer to the Secondary Science curriculum.) Ex: (BIOL 598, 612, 615, or 616)** |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

\* Courses must be taken first.

\*\* Courses must be taken last.

## GRADUATE DEGREE PLAN (Secondary- CHEMISTRY/PHYSICS)

NAME: Southeastern ID #: (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-CI MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 692** | Curriculum and Instruction in the Secondary School |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |
| **SPED 600** | Introduction to the Education of Individuals with Exceptionalities |  |  |
| \* Courses must be taken first. \*\* Courses must be taken last |
| Choose ONE of the following: |  |  |  |
| **EPSY 602** | Adolescent Psychology |  |  |
| **EPSY 603** | Classroom Management and Motivation |  |  |
| **EPSY 605** | The Psychological Foundations of Human Learning |  |  |
| SUPPORT Courses: |  |  |  |
| **CHEM 621 or PHYS 621** | Conceptual Frameworks in Introductory Chemistry I [CHEM 621]Conceptual Frameworks in Introductory Physics I [PHYS 621] |  |  |
| **CHEM 622 or PHYS 622** | Conceptual Frameworks in Introductory Chemistry II [CHEM 622]Conceptual Frameworks in Introductory Physics II [PHYS 622] |  |  |
| **PHSC 631** | Conceptual Modeling in Physical Science |  |  |
| **PHSC 635** | Curriculum Design for Physical Science |  |  |



## GRADUATE DEGREE PLAN (Secondary- ENGLISH)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 692 (Take 691 and inform instructor)** | Curriculum and Instruction in the Secondary School |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |
| **SPED 600** | Introduction to the Education of Individuals with Exceptionalities |  |  |
| Choose ONE of the following: |  |  |  |
| **EPSY 602** | Adolescent Psychology |  |  |
| **EPSY 603** | Classroom Management and Motivation |  |  |
| **EPSY 605** | The Psychological Foundations of Human Learning |  |  |
| SUPPORT Courses: |  |  |  |
| **ENGL 567** | The Teaching of Writing |  |  |
| **ENGL 606** | Studies in British Literature |  |  |
| **ENGL 630** | Studies in American Literature |  |  |
| **ENGL 645** | Creative Writing Workshop |  |  |

\* Courses must be taken first. \*\* Courses must be taken last.

## GRADUATE DEGREE PLAN (Secondary- FOREIGN LANGUAGE)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 692** | Curriculum and Instruction in the Secondary School |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population inInclusive Classrooms |  |  |
| **SPED 600** | Introduction to the Education of Individuals withExceptionalities |  |  |
| \*Courses must be taken first.\*\*Courses must be taken last. |
| Choose ONE of the following: |  |  |  |
| **EPSY 602** | Adolescent Psychology |  |  |
| **EPSY 603** | Classroom Management and Motivation |  |  |
| **EPSY 605** | The Psychological Foundations of Human Learning |  |  |
| SUPPORT Courses: |  |  |  |
| **Choose FOUR graduate courses in ONE foreign language.** |  |  |  |
|  |  |  |  |
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## GRADUATE DEGREE PLAN (Secondary- MATH)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-CI MAJOR: SECM HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICE USEONLY |
| COURSE PREFIX &NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 692** | Curriculum and Instruction in the Secondary School |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population inInclusive Classrooms |  |  |
| **SPED 600** | Introduction to the Education of Individuals with Exceptionalities |  |  |

\* Courses must be taken first.

\*\* Courses must be taken last.

|  |  |  |  |
| --- | --- | --- | --- |
| Choose ONE of the following: |  |  |  |
| **EPSY 602** | Adolescent Psychology |  |  |
| **EPSY 603** | Classroom Management and Motivation |  |  |
| **EPSY 605** | The Psychological Foundations of Human Learning |  |  |
| SUPPORT Courses: |  |  |  |
| **TWO** of the following: |  |  |  |
| **MATH 510** | Theory of Numbers |  |  |
| **MATH 514** | Fundamental Concepts of Geometry |  |  |
| **MATH 517** | Mathematical Statistics |  |  |
| **MATH 544** | Real Analysis |  |  |
| **MATH 550** | Complex Analysis |  |  |
| **MATH 587** | Introduction to Operations Research |  |  |
| **MATH 605** | Applied Statistics |  |  |
| For continuation please see 2nd page. |

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| **TWO** of the following: |  |  |  |
| **MTED 622** | Topics in Geometry for Teachers, 7-14 |  |  |
| **MTED 623** | Topics in Calculus for Teachers, 7-14 |  |  |
| **MTED 625** | Topics in Number Theory for Teachers, 7-14 |  |  |
| **MTED 626** | Topics in Probability & Statistics |  |  |

This Form **Must** Be Typed Department of Teaching and Learning

# SOUTHEASTERN LOUISIANA UNIVERSITY

## GRADUATE DEGREE PLAN (Secondary- SOCIAL STUDIES)

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICE USE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 660\*** | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| **EDUC 692** | Curriculum and Instruction in the Secondary School |  |  |
| **EDUC 693\*\*** | Leadership for Change |  |  |
| **EDUC 695\*\*** | Capstone Seminar |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Population in Inclusive Classrooms |  |  |
| **SPED 600** | Introduction to the Education of Individuals with Exceptionalities |  |  |
| \* Courses must be taken first. \*\* Courses must be taken last. |
| Choose ONE of the following: |  |  |  |
| **EPSY 602** | Adolescent Psychology |  |  |
| **EPSY 603** | Classroom Management and Motivation |  |  |
| **EPSY 605** | The Psychological Foundations of Human Learning |  |  |

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| Choose FOUR of the following: |  |  |  |
| **HIST 600** | Historical Research |  |  |
| **HIST 602** | Readings in History |  |  |
| **HIST 605** | Seminar in American History to 1800 |  |  |
| **HIST 606** | Seminar in American History 1800-1900 |  |  |
| **HIST 607** | Seminar in American History since 1900 |  |  |
| **HIST 610** | Seminar in Southern History |  |  |
| **HIST 611** | Seminar in Louisiana History |  |  |
| For continuation please see 2nd page. |

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| **HIST 621** | Independent Study in History |  |  |
| **HIST 635** | Introduction to Historical Editing |  |  |
| **HIST 636** | Introduction to Archival Practice |  |  |
| **HIST 637** | Internship in Public History |  |  |
| **HIST 630** | Seminar in History of Western Thought |  |  |
| **HIST 655** | Seminar in History and Political Science for Teachers |  |  |

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-SPED MAJOR: ELY/INT HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **ECE 601** | Advanced Child Development and Learning |  |  |
| **EDUC 657** | Reading in the Elementary School |  |  |
| **EDUC 677** | Foundations of Early Literacy |  |  |
| **EDUC 678** | Dyslexia and Related Disabilities in the Classroom |  |  |
| **SPED 770** | Seminar in Special Education |  |  |
| **SPED 682** | Foundations of Early Education for Young Children with Disabilities |  |  |
| **SPED 683** | Instructional Program Implementation for Young Children with Disabilities |  |  |
| **SPED 685** | Language and Literacy Development for Young Children with Disabilities |  |  |
| **SPED 688** | Evaluation of Young Children with Disabilities |  |  |
| **SPED 680** | Families in Early Intervention: Sociocultural Partnerships and Interdisciplinary Perspectives |  |  |
| **SPED 689** | Teaming, Physical, & Medical Management |  |  |

\* Courses must be taken first.

NAME: Southeastern ID #: (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Statistics and Research |  |  |
| **SPED 670** | Instructional and Assistive Technology for Individuals with Disabilities in Educational and CommunityEnvironments |  |  |
| **SPED 770** | Seminar in Special Education |  |  |
| **SPED 603 or EDUC 657** | Transition Issues for Individuals with Disabilities (4-8, 6- 12 majors) or Reading in the Elementary School (1-5 majors) |  |  |
| **SPED 608** | Evaluation of Individuals with Mild/Moderate Disabilities |  |  |
| **SPED 612** | Behavioral Assessment and Intervention with Individuals with Disabilities |  |  |
| **SPED 613** | Consulting Teacher Strategies |  |  |
| **SPED 663** | Methods of Teaching Basic Subjects to Individuals with Mild/Moderate Disabilities |  |  |
| **SPED 686** | Learning Theory in Applied Settings |  |  |
| **SPED 767** | Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities |  |  |
| **Elective (3 hours)** |  |  |  |
| **Elective (3 hours)** |  |  |  |

\*Courses must be taken first

NAME: Southeastern ID #: (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MED-SPED MAJOR: ED DIAG HOURS REQUIRED FOR DEGREE: 36

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **EDUC 661** | Diagnostic and Prescriptive Reading |  |  |
| **SPED 612** | Behavioral Assessment and Intervention with Individuals with Disabilities |  |  |
| **SPED 613** | Consulting Teacher Strategies |  |  |
| **SPED 614** | Assessment and Diagnostic/Prescriptive Strategies of Individuals with Exceptionalities |  |  |
| **SPED 686** | Learning Theory in Applied Settings |  |  |
| **SPED 708\*** | Theories and Approaches to Assessing Individuals with Disabilities (Same as SPED 608) |  |  |
| **SPED 710** | Advanced Theory & Practice in Assessment & Evaluation of Individuals with Exceptional Learning Needs |  |  |
| **SPED 716\*\*** | Supervised Internship in Evaluation of Individuals with Exceptionalities |  |  |
| **SPED 763** | Advanced Methods of Teaching Individuals with Disabilities (Same as SPED 663) |  |  |
| **SPED 767** | Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities |  |  |
| **SPED 770** | Capstone Seminar (Same as SPED 602) |  |  |

\* Courses must be taken first.

\*\* Courses must be taken last.

NOTE: Students are required to have documentation that they have taken at least one course in reading (elementary education, grades 1-5) or two additional reading courses (for secondary level teachers, grades 6-12) BEFORE enrolling in EDUC 661.

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **SPED 667** | Assessment & Instruction for Diverse Populations in Inclusive Settings |  |  |
| **SPED 686** | Learning Theory in Applied Settings |  |  |
| **SPED 703** | Advanced Transition Issues for Individuals with Disabilities |  |  |
| **SPED 708** | Theories and Approaches to Assessing Individuals with Disabilities |  |  |
| **SPED 741** | Practicum in Linking Assessment to Instruction |  |  |
| **SPED 763** | Advanced Methods of Teaching Individuals with Disabilities |  |  |
| **SPED 765** | Humanistic Approaches to Developing Inclusive Classrooms |  |  |
| **SPED 767** | Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities |  |  |
| **SPED 770** | Capstone Seminar |  |  |
| **Select 2 electives** |  |  |  |
|  |  |  |  |

\* Courses must be taken first.

**(Instructional & Assistive Technology)**

NAME: Southeastern ID #: W (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICEUSE ONLY |
| COURSE PREFIX & NUMBER | COURSE TITLE | SEMESTER | GRADE |
| **EDUC 601\*** | Educational Research |  |  |
| **SPED 686** | Learning Theory in Applied Settings |  |  |
| **SPED 670** | Instructional & Assistive Technology for Individuals with Disabilities in Educational & Community Environment |  |  |
| **SPED 704** | Effective Practices in Instructional & Assistive Technology |  |  |
| **SPED 705** | Evaluation & Assessment for Instructional & Assistive Technology |  |  |
| **SPED 706** | Practicum in Instructional & Assistive Technology for Individuals with Disabilities |  |  |
| **SPED 708** | Theories and Approaches to Assessing Individuals with Disabilities |  |  |
| **SPED 763** | Advanced Methods of Teaching Individuals with Disabilities |  |  |
| **SPED 767** | Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities |  |  |
| **SPED 770** | Capstone Seminar |  |  |
| Select 2 electives |  |  |  |
|  |  |  |  |

\*Courses must be taken first.

## (M.Ed. CURRICULUM AND INSTRUCTION, MASTER TEACHER LEADER)

NAME: Southeastern ID: (LAST) (FIRST) (MIDDLE)

ADDRESS: (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course # and Prefix** | **Course Title** | **Semester** | **Grade** |
| EDUC 601\* | Educational Research |  |  |
| EDUC 660 | Dimensions of Diversity for Education: Students, Families,Cultures, and Communities |  |  |
| SPED 667 | Assessment and Instruction for Diverse Populations inInclusive Classrooms |  |  |
| EDUC 693 | Leadership for Change |  |  |
| EDUC 695 | Capstone Seminar |  |  |
| **Concentration** | **Considerations** |  |  |
| EDL 610 | Research Methods for Educational Leaders |  |  |
| EDL 612 | Seminar 1: Fostering Vision and Leadership in EducationalEnvironments |  |  |
| EDUC 690 | Instructional Coaching in Schools |  |  |
| EDUC 691orEDUC 692 | Curriculum Development in Elementary School or Curriculum & Instruction in Secondary School |  |  |
| Approved Elective | Required Support Course – Must be in a content area |  |  |
| EDUC 675 | Special Topics in Elementary and Secondary Education |  |  |
| EDUC 700 | Internship for Teacher Leaders & Instructional Coaches |  |  |

**M.Ed. in Curriculum and Instruction-Early Childhood Education Grades PK-3 Concentration)**

NAME: Southeastern ID:

 (LAST) (FIRST) (MIDDLE)

ADDRESS:

 (BOX-STREET) (CITY) (STATE)(ZIP)

DEGREE: MAJOR: HOURS REQUIRED FOR DEGREE: 36

|  |  |  |
| --- | --- | --- |
|  |  | GRADUATE OFFICE USE ONLY |
| COURSE PREFIX AND NUMBER | COURSE TITLE | SEMESTER | GRADE |
| EDUC 601\* | Educational Research |  |  |
| EDUC 660\* | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities |  |  |
| SPED 667 | Assessment & Instruction for Diverse Populations in Inclusive Classrooms |  |  |
| EDUC 693\*\* | Leadership for Change |  |  |
| EDUC 695\*\* | Capstone Seminar |  |  |
| **Concentration** |  |  |  |
| EDUC 677  | Foundations of Early Literacy |  |  |
| ECE 603 | Theory and Curriculum in Early Childhood Education |  |  |
| ECE 630 | Integrated Curricular Practices in Early Childhood Education |  |  |
| ECE 602 | Assessment in Early Childhood Education |  |  |
| ECE 601  | Advanced Child Development and Learning |  |  |
| ECE 632 | Practicum in Early Childhood Education |  |  |
| **Choose 1 elective (from below or another course approved by graduate coordinator):** |  |  |  |
| EDUC 678 | Dyslexia and Related Disabilities in the Classroom |  |  |
| EDUC 699 | Global Partnership for Fostering Cultural Pluralism |  |  |

\* Courses must be taken first. \*\* Courses must be taken last.

**Graduate Degree Plan (M.Ed. in Curriculum and Instruction- Library Science**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Southeastern ID#: w\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (last) (first) (middle)

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (box/street) (city/state) (zip)

Degree: \_\_\_\_MED\_\_\_\_\_\_\_\_Major: \_\_ Hours required for degree:\_\_\_\_36\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Course # and Prefix** | **Course Title** | **Semester** | **Grade** |
| EDUC 601\* | Educational Research |  |  |
| EDUC 660 | Dimensions of Diversity for Education: Students, Families, Cultures, and Communities  |  |  |
| SPED 667 | Assessment and Instruction for Diverse Populations in Inclusive Classrooms |  |  |
| EDUC 693 | Leadership for Change |  |  |
| EDUC 695 | Capstone Seminar |  |  |
| **Concentration** |  |  |  |
| LSED 501 or LSA 610 | Books and Related Materials for Children or Bibliotheraphy |  |  |
| LSED 502 | Books and Related Materials for Young People |  |  |
| LSA 503 | School Library Administration |  |  |
| LSA 504 | Classification and Cataloging |  |  |
| LSA 505 | Library Reference Materials |  |  |
| LSA 580 | School Library Practicum |  |  |
| **Support Course:** |  |  |  |
| EDUC 657/658 | Reading in the Elementary (657) or Secondary (658) School |  |  |

\*Courses must be taken first.